



## **Week 1 Assignment**

### **Overview**

In this course, you will develop the knowledge and skills of an instructional leader who also effectively manages curriculum and instruction. The course assignments will guide you as you increase your leadership abilities in the areas of curriculum management, application of state law and local policy as they relate to curriculum and instruction, and campus improvement planning.

In this week's assignment, you will summarize required curriculum components and high school graduation requirements, describe the components of the TEA learning system and make suggestions for improvement, and collect data to begin decision-making on a learner-centered staff development session. This week, you should:

- identify and summarize the components of a state-required curriculum.
- analyze the components of the TEA learning system and make suggestions for improvements.
- analyze state-generated data and a Campus Improvement Plan for the purpose of decision-making.

**EDLD 5335 Curriculum Management**

Leanne Knight ET8025

**Rubric**

Use the following rubric to guide your work.

	<b>Accomplished</b>	<b>Proficient</b>	<b>Unacceptable</b>
<b>Part 1: Summary of Curriculum Requirements</b>	Clearly summarizes the requirements of the Texas-mandated curriculum with seven paragraphs – one for each component. <b>(3 points)</b>	Summarizes the requirements of the Texas-mandated curriculum. Not all seven components addressed. <b>(2 points)</b>	Does not summarize the requirements of the Texas-mandated curriculum. <b>(0 points)</b>
<b>Part 2: TEA Learning System Components</b>	Effectively summarizes the state and local provisions of the TEA learning system. <b>(3 points)</b>	Summarizes the state and local provisions of the TEA learning system. <b>(2 points)</b>	Does not summarize the state and local provisions of the TEA learning system. <b>(0 points)</b>
<b>Part 3: Gathering Data for Decision Making</b>	Makes an in-depth analysis of AEIS data and a CIP to select a content area and objective for a learner-centered staff development session. <b>(3 points)</b>	Analyzes AEIS data and a CIP to select a content area/objective for a learner-centered staff development. <b>(2 points)</b>	Does not analyze AEIS data and a CIP to select a learner-centered staff development topic. <b>(0 points)</b>
<b>Mechanics</b>	Few to no errors in grammar, spelling or punctuation. <b>(1 point)</b>		Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation. <b>(0 points)</b>

**Week 1 Assignment: Curriculum and the TEA Learning System**

**Part 1: Summary of Curriculum Requirements**

Knowledge of the state's required curriculum provides an emerging leader with a foundation for decision making. In this part of the assignment, you will examine what Texas law says about curriculum.

**Directions:**

From your Web address box, access the TEA Web site

<http://www.tea.state.tx.us/rules/tac/chapter074/index.html>.

Read and study the following sections of the Texas Administrative Code, Title 19, Part II:

74.1 Essential Knowledge and Skills

74.2 Description of a Required Elementary Curriculum

74.3 Description of a Required Secondary Curriculum

74.4 English Language Proficiency Standards

74.62 Minimum High School Program

74.63 Recommended High School Program

74.64 Distinguished Achievement High School Program—Advanced High School Program

**(Note: Requirements changed as of the 2007-2008 school year, and §74.63 and §74.64 reflect the new 4 x 4 requirements.)**

Compose a two-page summary of the seven components. Include at least one paragraph on each section. Type your paper in the expandable box below.

**Summary of Curriculum Requirements**

74.1

The Texas Administration Code (TAC) which is mandated through the Texas Education Agency (TEA) requires that if a school district educates children in Kindergarten through twelfth grade, they must have a specific curriculum. The basics that are allowed on the curriculum are known as essential knowledge and skills. The curriculum must be age appropriate. TEA requires that these school districts educate their children in required areas that comprises of English language arts, mathematics, science, and social studies. Social studies is even broken down into curricular areas that must be taught which include the study of Texas, United States and world history, government, and geography. School districts must also include an enrichment

curriculum that incorporates languages other than English, health emphasizing the importance of proper nutrition and exercise, physical education, fine arts, economics including an emphasis on the free enterprise system and its benefits, career and technical education, technology applications, and religious literature, including the Hebrew Scriptures and New Testament, and its impact on history and literature. These districts are mandated by TEA to cover these areas. Districts may choose to add topics to their curriculum but may not delete the essential areas of curriculum.

#### 74.2-74.3

TEA has mandated the education of elementary aged children in school districts servicing children kindergarten through fifth grade and middle school aged children in grades sixth through eight. These districts must cover curriculum mandated in the Essential Knowledge and Skills. Part of these mandates include appropriate amounts of time being allotted for students to learn and teachers to teach English language arts and reading, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English. The TEA mandates do not encompass educational philosophy. Districts have the option to choose their own educational philosophies on how to cover the mandated curriculum to students of all educational backgrounds. Sixth graders beginning in 2010-2011 school year must complete one TEKS based fine arts course in sixth, seventh, or eighth grade.

#### 74.4

The TEA has set provision in the TAC for English Language Proficiency Standards. English language learners (ELL) are to be taught in the same areas of educating that are included in the Essential Knowledge and Skills. A large part of a successful ELL experience for students is the balance between social language proficiency in English and academic language proficiency in

English. Social is for the daily language needed in social interactions; whereas, academic language refers to a cognitive level of language. Academic language is associated with school. Part of the TEA mandates that students who are ELL be given appropriate ways of learning and fulfilling the required TEKS in this second language in a way that the students can be successful. The TAC goes into extensive detail on the curriculum areas that need to be addressed when educating ELL students. Many of the requirements encompass not only the acquisition of learning English but a rigorous education in which the children in districts that service K-12 accomplish these goals. The introduction provides for chances for ELLs to improve English language proficiency through social and academic language interactions, integrated instruction, opportunities to listen, speak, read, and write at their appropriate grade level with the goal of improvement, and ESL across the curriculum. Specific proficiency levels are also outlined addressing the responsibilities that the school districts abide in regards to educating English Language Learners. The law states that districts are responsible for identifying these students' proficiency levels in listening, speaking, reading, and writing, providing accommodated instruction in the state required curriculums, providing cross-curricular ESL instruction, and providing rigorous ESL instruction to 3rd through 12<sup>th</sup> grade.

74.62 -74.63

Minimum requirements for graduating high school are twenty two credits whereas the recommended high school program (usually for those on a college bound directions) requires 26 credits. The minimum twenty two encompasses four credits of English, three credits Math, two credits science, two and a half credits in Social Studies, half a credit economics, one credit academic elective, one credit physical education, half a credit in speech, and as of 2010 one credit in fine arts and six and a half credits of elective courses.

Beginning with the 2007-08 school year, freshman students entering high school will be required to take four years of math and four years of science (previously, three years of each was required). Texas students are already required to take four years of English Language Arts and Social Studies. The new math and science requirements mean that students will now be taking four years each of the four core subjects which are coined "4x4." Students in a recommended high school program along with the 4X4 must have two credits in a foreign language (AKA Languages other than English, one credit of physical education, a half credit in speech, one credit for fine arts, and five and a half credits for elective courses.

74.64

In the Distinguished Achievement High School Program students must earn 26 credits. The core courses included four credits of English, four credits in Mathematics beginning in Algebra I, four credits of science, four credits in social studies (including economics), three credits of foreign language, one credit of physical education, half credit of speech, one credit of fine arts, and four and a half credits of elective courses. Students must also achieve four advanced actions including specific requirements within a research project, test data, and college academic courses.

100 Assessment

The Texas Education Code required every student who is taught the TEKS must take a criterion reference test. Students who receive special education will have testing accommodations documented during their Annual Review and Dismissal (ARD) meeting. Testing accommodations will be documented in a student's Individualized Education Program (IEP).

Limited English Proficiency (LEP) for children grades third through fifth whose main language is Spanish will be tested through TELPAS to determine readiness in either testing in English or in Spanish for the criterion reference test. To graduate high school students must pass the state

criterion reference test unless an alternative is addressed in a student's IEP. In grades fifth through eight students who do not pass the state criterion reference test will be given three opportunities for successful completion of test. If test is not successfully passed then students in grades five through eight, student will be retained. Remediation is required for students in grades three, four, five, six, seven or eight who do not perform as required in the TEC. Superintendents are required to notify parents of graduation requirements as pertaining to testing and in grades seven through twelve students must be notified of testing requirements. The superintendent is required to notify no later than kindergarten through eighth grade the testing requirements for progression into next grade level.

**Part 2: TEA Learning System Components**

In this section of the assignment, you will describe the minimum state provisions of the six components of the TEA learning system, desirable local provisions for each component, and your preliminary ideas for improvement.

**Directions:**

Review the components of the TEA learning system in the Week 1 lecture and the information you gathered in Part 1 of the assignment. As you review, think about desirable local provisions for each component. Consider strengths and weaknesses in local provisions.

Access the Texas Education Code at <http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm> and/or the Texas Administrative Code, Title 19, (TAC): Part II Texas Education Agency at <http://www.tea.state.tx.us/rules/tac/index.html>. Peruse these sites for more information about the TEA learning system components.

Collaborate online with two colleagues to complete the table on the TEA learning system by describing the minimum state provisions, desirable local provisions for each of the six components, and your preliminary suggestions for improvement. Your suggestions may change after completing the course.

**TEA Learning System Components**

Collaborator #1: Jennifer Hampton		Collaborator #2: Leigh Mewhirter	
Component	Minimum State Provision	Desirable Local Provision	Preliminary Suggestion for Improvement
Learning Goals	The Texas Essential Knowledge and Skills (TEKS) establishes the required curriculum for students in elementary through high school. The curriculum stated in the TEKS is specific for each grade level and content area taught.	The learning goals of my district are not minimum standards for TEKS. It is understood that all students will pass TAKS proving their TEKS knowledge. Since I work in a district encompassing highly successful people, our goals are always to succeed in the highest manner possible.	Due to funding, each campus must raise their own funds to cover all expenses. Due to that, each campus is run and has completely different visions and goals entirely. I would suggest that the district have more goals and visions that are uniformed.
Curriculum Documents	Guide or work plan for instruction (the taught curriculum) the results of which are assessed as the tested curriculum. Three areas of district achievement are in written, taught, and tested curriculum.	TEKS will direct instruction objectives. Sufficient, uninterrupted time allotted for instruction in ELA, Math, Social Studies, and Science.  Use of guidelines for what students are expected to be taught and learn. My district	My suggestion for my district is to have easier access to curriculum documents. Our district is highly proficient in technology yet our curriculum office has difficulty posting needed information on our district



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	By law the State Board of Education is required to set aside sufficient money to provide free textbooks for children attending public schools in the state. The state also provides Teacher Editions for all adopted textbooks.	uses the Schlechty model for curriculum.  Use of state adopted textbooks.	entrusted curriculum website.  We are striving to find more textbooks online.
Instructional Program	The TEKS and a variety of arrangements and setting, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.	Using the Schlechty model of "Working on the Work" teachers in the district design lessons with rigor to instruct the TEKS in their grade and content area.  Assigned ESL instruction for district has at one elementary, the Middle/Intermediate school, and High School.  Instruction is differentiated.	In Elementary have students grouped by grouped by DRA, TPRI, MAPs, and TAKS disaggregated data.
Staff Development Program	Professional Development and Appraisal System (it's called PDAS), the state has attempted to align teacher evaluations and their staff development needs. Cornerstones of the process include a minimum of one 45-minute observation and completion of the Teacher Self-Report form.  Instructional leaders must be PDAS-certified to conduct teacher evaluations.	My district utilizes the Self-directed Appraisal System (SDAS) instead of PDAS. We create a focus question every year where we do quantities and qualitative research into an area we see as needed in our growth as educators. We meet with our focus group six times a year to discuss our growth within our focus question. We find ways of self growth and have written reflections concerning our focus question.  Instructional leaders must be SDAS-certified to monitor teachers in this program.	The focus groups are usually groups of teachers who have similar topics within their focus question. Each focus group meets regularly and has a group leader. The only improvement I can see within this program is to have focus group leaders who have experience or expertise within the topic of discussion. Right now our group leaders are chosen by the principal and they are leaders but do not have any advanced knowledge of the topic they are leading.
Measurement System	Academic Excellence Indicator System, or AEIS	Our district utilizes AEIS for TAKS disaggregation,	To accurately have groups of student learners it is

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	<p>Performance indicators include results on the Texas Assessment of Knowledge and Skills (or the TAKS test) and other state-mandated tests, progress of English language learners, annual dropout and completion rates, and college readiness indicators.</p> <p>Based on AEIS data, schools can receive an Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable Rating</p> <p>Public Education Information Management System (PEIMS)</p>	<p>PEIMS, Measures of Academic Progress (MAPs), TELPAS for English Language Learners, TPRI (Reading Inventory), and Developmental Reading Assessment (DRA).</p>	<p>important to utilize these scores. The teachers who accurately utilize their results are able to make data based decisions within their classrooms. MAPs, TPRI, and DRA are tests that help teaches to have scores in real time and are able to help in decision making. If all teachers would utilize the scores, they could (as their peers do) make better decisions for differentiated instruction.</p>
<p>Administrative Procedures</p>	<p>The Campus Improvement Plan is required and assesses academic achievement, identifies goals and plans for meeting them, sets timelines, measures progress of students, and describes needs for professional development. The principal must also prepare a schedule that provides for meeting the accreditation requirements for course offerings.</p>	<p>My campus creates a Campus Improvement Plan. The Campus Based Decision Committee creates the first draft. The draft is posted on Google docs for the teachers with in the school to edit and make adjustments. The final plan is submitted for review to the principal.</p>	<p>Our campus would benefit from more direction on the campus improvement plan. Most of the plan is determined by the principal's expectations.</p>

How can understanding the components of the TEA learning system assist you in your work as an instructional leader?

The TEA Learning System was coined a "roadmap" for teachers in Texas. That is an accurate depiction of this system. We need to take this system and learn it so we can improve the

structure and make the education of our students better. Within each area, administrators and instructional leaders can find topics to assist educators in their work with students. Within each indicator educational leaders have that “road map” to assist with professional development and know the expectations for teachers and students.

Why is important that an instructional leader improve the components of the TEA learning system?

There is always room for improvement. Within the TEA learning system there are areas that need to be focused in on for each district/school setting so the learning can be centered on the students. We can always take areas that will benefit our students and arrange them in a way to the advancement of our curriculum. The TEA learning system is a recursive process of constant change and progress so the education system does not become stagnant.

### **Part 3: Gathering Data for Decision Making**

A critical skill for an instructional leader is the ability to make data-based decisions. You will practice this skill as you begin work on a learner-centered staff development session. You will select a school—ideally one in which you work, review its AEIS data and Campus Improvement Plan (CIP), and select a content area/objective for improvement. You are not required to present the staff development during this course, but you must have a principal approve your agenda and arrange a time with the principal for presentation of the session.

#### **Directions:**

Access the 2006-07 AEIS Campus Reports at:

<http://www.tea.state.tx.us/perfreport/aeis/2007/campus.srch.html>.

Complete the form to select a school and access a campus report.

Review the Academic Excellence Indicator System (AEIS) data, answer questions about the data, and identify four content areas that need improvement.

Review the selected school's Campus Improvement Plan (CIP). Answer questions about the data, and locate two objectives for each of the four content areas identified in the AEIS data.

Based on the data, choose one content-area and an objective within that content area as the focus of a learner-centered staff development session.

**Data-Based Reflection and Decision Making**

Is there anything in the AEIS or CIP data that you do not understand? If so, what would you like clarified?

I don't understand why the AEIS data only gives a sum of all grade tested for commended. Every other area is disaggregated by grade and test. I also did not understand why there are scores of >99% instead of stating 100%.

What about the data surprises you? What about the data concerns you?

Our students come from backgrounds where they are going to pass. It is not allowed for any child on our campus to fail. I would not want to be the teacher who had a student fails any part of the TAKS test. The only area that concerned me was that in Writing in 2009 our school had 92% of the fourth graders get commended but in 2010 only 77% of students received commended. Granted the state average is 33% commended and our district average was 78%, but I wondered what differences were found in the test.

How does the information fit with your feelings about how the students at this school are doing?

This information "fit" exactly as I assumed. The district and school where I work is a highly affluent area with a strong emphasis on education. We do not work on passing but on getting commended.

Does it seem to differ from what you have personally experienced? Did the students do as well as you and the school expected?

Yes, the students did as I expected. I know the teachers worry all year about the scores and the principal has many interventions meeting with the teachers to ensure that every teacher understands the commended expectations. I know the principal expects the major majority to receive commended.

On the basis of the data you examined, in which areas of the curriculum are students performing well?

I see all areas as performing well. No area is below 98% passing. Most areas are either 99% or greater than 99% passing. On The commended scale, I know they would prefer higher numbers but with 75% commended in Reading and 82% commended in Math, and 77% commended in Writing, I would say the campus is doing pretty well.

On the basis of the data you examined, in which area(s) of the curriculum are students performing poorly? Why do you think students are performing poorly in those areas?

I would not say they are performing poorly but only 99% passed math instead of the >99 in other areas. In writing only 98% of students passed.



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Complete the following table to clarify content areas and objectives that need improvement.

Campus: University Park Elem		District: Highland Park ISD		Principal: Dr. Lynda Carter	
AEIS-Identified Content Area	Grade:	AEIS Data Evidence	CIP-Identified Objectives		
Content Area #1 Reading	fourth	In Reading greater than 99% of students passed.  Reading/ELA 75% were commended.	#1 1.05 By May 2011, UP fourth graders scoring a rating of commended on the TAKS Reading Subtest will increase to 82%.		
			#2 1.03 By May 2011, 100% of UP fourth graders of all represented student groups will pass the TAKS Reading Subtest.		
Content Area #2 Reading	third	In Reading greater than 99% of students passed.  Reading/ELA 75% were commended.	#1 1.04 By May 2011, UP third graders scoring a rating of commended on the TAKS Reading Subtest will increase to 90%.		
			#2 1.02By May 2011, 100% of UP third graders of all represented student groups will pass the TAKS Reading Subtest.		
Content Area #3 Math	third	In math, 99% of students passed math.  In Math 83% were commended.	#1 1.09 By May 2011, UP third graders scoring a rating of commended on the TAKS Math Subtest will increase to 88%.		
			#2 1.07 By May 2011, 100% of UP third graders of all represented student groups will pass the TAKS Math Subtest.		
Content Area #4 Writing	fourth	98% of students passed writing. 77% of students were commended in 2010 compared to 92% commended in 2009.	#1 1.11 By May 2011, 100% of UP fourth graders of all represented student groups will pass the TAKS Writing Subtest.		
			#2 1.12By May 2011, UP fourth graders scoring a rating of commended on TAKS Writing Subtest will increase to 90%.		

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Select a content area/objective for your learner-centered staff development. To do this, answer the following question:

Based on the data, which content-area should be the principal's highest priority? Explain why you think so.

Based on just the data without any prior knowledge of differences in tests, I would think the principal's highest priority would be to work on increasing the commended ratings in writing for fourth graders.

How can a leader use the AEIS to initiate the development of an instructional focus for a campus?

Since the AEIS report gives comparable data by campus, district, and state, a campus leader can use the data to determine areas that require instructional focus. In most districts the subpopulations are important place to focus. In my district though, we don't have enough numbers of those populations to actually have a subpopulation.